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ABSTRACT

The purpose of this Child Development Associate (CDA) training module is to help the CDA intern develop the knowledge and skills necessary to encourage the open expression of feelings among children in the classroom. Objectives are stipulated, activities for achieving each objective are suggested, and an assessment checklist is provided. A study guide outlines (1) various feelings that need to be expressed; (2) influences on the child's security and confidence; (3) how to recognize the child's feelings; (4) what it means to accept feelings; (5) why, when, and how feelings should be expressed; (6) how to deal with hostile feelings; (7) activities for encouraging the open expression of feelings. Also included are a list of books for children which focus on their concerns and fears and samples of Magic Circle activities. (Author/SS)

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Competency Based Training Module #22

ENCOURAGING THE OPEN EXPRESSION OF FEELINGS

by

Cheryl Foster

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NOTE TO THE INTERN:

This CDA training module has been prepared as a guide for you and your CDA Advisor to help you to develop certain practical skills necessary for your work in an early childhood center. Although it contains many useful ideas, it is not intended to be a self-study program. Many decisions about your training experiences are left up to you and your CDA Advisor. The activities given in this module are "suggested" activities, and should be used if they are appropriate to your learning needs. You or your Advisor may come up with other activities more appropriate for your particular situation, children, or background of experience and training.

Your Advisor will evaluate your performance in each of the objectives. S/he may do so right away on the basis of skills you already have, or s/he may evaluate you after you have done some learning activities, or both. If you think you already have the skills required by some of the objectives, you should ask to be evaluated right away. You may not have to do any activities for some of the objectives. You do, however, have to demonstrate the required skills for your advisor; you cannot just tell s/him that you have the skills. If your advisor has already observed some of the skills before you entered this module, s/he may check you off on those skills without further observation.

When your Advisor has evaluated your performance in an objective area as satisfactory, s/he will initial and date that objective as completed in your copy of this module. When all of the objectives have been initialled, you have completed the requirements of this module and have earned credit. Keep this module as your permanent record of completion, and as a reference to use in your classroom.

As you can see, how fast you are able to complete this module depends on a lot of things: how much time and effort you can put into it; how much help your Advisor can give you; how much experience and training you have already had.

The Arizona/Nevada HSST/CDA Program hopes that you find your participation in CDA a valuable and practical training experience. We would appreciate any suggestions you may have for improvements in the training program and in this module.

ENCOURAGING THE OPEN EXPRESSION OF FEELINGS

CDA TRAINING MODULE #22

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This Module relates to the following CDA Functional Areas:

8 - Self-Concept

9 - Individual Strength

10 - Social

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ENCOURAGING THE OPEN EXPRESSION OF FEELINGS

INTRODUCTION

Honesty and openness are ingredients of a classroom atmosphere where children and adults feel comfortable. Preschool teachers should seek to conserve or preserve the young child's natural qualities of being honest about their perceptions and being spontaneous in their expressions.

Children experience the same feelings adults do: Happiness on a "good day", frustration when things "don't go right", and sadness when someone has "hurt their feelings". Encouraging children to express their feelings openly is one way to foster positive personality development in the preschool classroom. Bringing feelings out into the open makes them more manageable. As a child clarifies his own feelings, he learns that other people have feelings, too. He becomes aware of personal relationships with other children and adults. A sense of fair play is fostered as he gains a respect for the rights and ideas of others.

Honesty about feelings must work both ways - the teachers must also feel free to tell the children how they feel. By doing this, they demonstrate for the children that it is all right to express feelings in words.

The purpose of this module is to help the intern to understand the steps which lead up to the open expression of feelings and to acquaint the intern with ideas about things that can be said and done which will help children learn to express their feelings without hurting others.

OBJECTIVES, ACTIVITIES, ASSESSMENT

CDA Intern's Name_____

Date of Entry_____ Date of Completion_____

OBJECTIVES	SUGGESTED ACTIVITIES
1. The intern will demonstrate an awareness of the many kinds of feelings that children need to express. ASSESSMENT _____ date/initial	1. Read Section I of the Study Guide. a. List many positive and negative feelings that children need to express. b. Give examples from your observation of children expressing different types of feelings. c. Discuss your list and observations with your advisor.
2. The intern will demonstrate an awareness of the relationship of security and confidence to open expression of feelings. ASSESSMENT _____ date/initial	2. Read Section II of the Study Guide. a. Answer these questions: 1) What do security and confidence have to do with expressing feelings openly? 2) How do we help build a child's confidence? 3) How is a child's feelings of security damaged? b. Review Module #20 - Building a Positive Identity.
3. The intern will demonstrate the ability to recognize a child's feelings, using direct and indirect clues. ASSESSMENT _____ date/initial	3. Read Section III of the Study Guide. a. List several direct and indirect clues to tell how a child is feeling. b. Give examples using the children in your classroom.
4. The intern will demonstrate an awareness of why and how one shows an acceptance of feelings. ASSESSMENT _____ date/initial	4. Read Section IV of the Study Guide. a. Discuss with your advisor: 1. The meaning of acceptance. 2. The importance of accepting feelings (positive and negative). 3. How we can show our acceptance of a child's feelings.

OBJECTIVES	SUGGESTED ACTIVITIES
5. The intern will voice acceptance of feelings and show acceptance with his/her actions. ASSESSMENT _____ date/initial	5. a. Ask your advisor to observe you in interaction with the children and give you feedback. Do your words and actions (non-verbal communication) demonstrate acceptance of feelings? b. Tape record your interaction with the children. Evaluate the interaction with your advisor as to whether you do or do not demonstrate acceptance of feelings.
6. The intern will demonstrate an awareness of why, when, and how feelings should be expressed. ASSESSMENT _____ date/initial	6. Read Section V of the Study Guide. a. Discuss with your advisor: 1) Why express feelings? 2) When express feelings? 3) Positive and negative ways to express feelings.
7. The intern will model appropriate behavior in expressing feelings. ASSESSMENT _____ date/initial	7. a. Ask your advisor to observe you and give you feedback. b. Are you honest and open about your feelings with children and adults in the classroom?
8. The intern will demonstrate an awareness of how to deal with hostile feelings in the classroom. ASSESSMENT _____ date/initial	8. Read Section VI of the Study Guide. a. List: 1) Appropriate ways to express hostile feelings. 2) Several sources of hostile feelings. 3) Specific action a teacher can take to help children with hostile, aggressive feelings. b. Discuss examples you have observed 1) Who dealt with the hostile behavior? 2) How? 3) Was this the best response?

OBJECTIVES	SUGGESTED ACTIVITIES
9. The intern will effectively deal with the children's hostile feelings. ASSESSMENT _____ date/initial	9. a. Ask your advisor to observe and give you feedback: 1) Does the intern accept and interpret feelings? 2) Does the intern help a child put hostile feelings into words? 3) Does the intern stop a child's destructive act and suggest alternative acceptable ways to handle hostile feelings? 4) Does the intern try to reduce frustration and failure for children exhibiting hostile behavior? 5) Is the classroom environment one that helps reduce hostile and overly aggressive feelings?
10. The intern will demonstrate an awareness of activities that encourage the open expression of feelings. ASSESSMENT _____ date/initial	10. Read Section VII of the Study Guide. a. List several categories of activities that will be appropriate for you to use in encouraging open expression of feelings. b. Discuss with your advisor specific activities that you have seen other teachers use to encourage the open expression of feelings.
11. The intern will use activities that encourage children to express their feelings openly. ASSESSMENT _____ date/initial	11. a. Construct and carry out specific plans aimed at open expression of feelings. b. Ask your advisor to observe a specific activity as well as the general atmosphere prevailing in the classroom and the general availability of avenues of expression. Discuss the observation.
12. The intern will evaluate the extent to which children and adults express their feelings in his/her particular classroom. ASSESSMENT _____ date/initial	12. a. Discuss with your advisor: 1) Positive signs of openness of feeling in the classroom. 2) Factors in need of improvement and plans for this improvement.

ENCOURAGING THE OPEN EXPRESSION OF FEELINGS

STUDY GUIDE

I. Feelings that need to be expressed.

A. Positive

1. love
2. concern, caring
3. enthusiasm
4. joy, happiness
5. security, confidence

B. Negative

1. pain
2. frustration
3. fright
4. loneliness
5. anger

II. Feelings of security and confidence.

A. A child will be more apt to express his feelings openly if he is a secure and confident child.

B. What are some things that help a child feel secure and confident?

1. Making him feel that he is constantly loved and valued.
2. Allowing a child to live on his own level - to do childlike things.
3. Leaving children free to explore and discover and create in their own way, within acceptable limits.
4. Facing unpleasant realities (such as something broken or something spilled) in constructive ways.

C. What are some things that could damage a child's feeling of security and confidence and cause him to feel uncertain about himself and his behavior?

1. Trying to push or "nudge" him from one stage of development to the next before he is ready.
2. Considering basic childlike activities (such as playing in the mud) naughty and making him feel guilty.
3. Avoiding unpleasant realities (such as an illness in a child's family).

III. Recognizing a child's feelings.

A. Children reveal their feelings through the way they move.

1. How does he walk and run?

2. Is his posture relaxed or tight?

3. How does he hold hands? Does he have a warm, responsive grip?

4. Does he welcome closeness without clinging?

B. Children reveal their feelings through their speech.

1. Is it strained and tight or relaxed and easy?

2. Is it loud and harsh or soft and faint?

3. Is it confident and well-modulated?

4. Are there extremes such as being very quiet or constantly chattering? These could be reactions to strains and pressures which are making him feel less secure.

5. Does he spontaneously sing while playing?

a. This is usually a sign of confidence and contentment.

b. We can learn from this in what situations a child feels secure and provide more of these kinds of experiences.

C. Irregular speech patterns can reveal poor adjustments.

1. That symptom which sounds like what we call stuttering or stammering can be a sign of strain and tension in the child.

2. Even a temporary strain such as too much excitement on a certain day can have that effect.

3. Remember, though, that:

a. Preschool children are just learning to talk and sometimes they cannot form or recall the words as fast as they wish to get their ideas across.

b. Imperfect speech should not be given undue attention. We can listen patiently to what the child has to say.

D. Children often give indirect clues as to how they are feeling.

1. A child who asks, "Do you want to go outdoors with me?" may really be saying, "I'm afraid to go out by myself." The teacher needs to understand the meaning behind what he says.

2. Habits such as thumbsucking and nailbiting are outlets for tension.

   a. A child uses these to reduce tensions.

   b. Treating the symptom will only tend to make the child turn to some other form of expression and increase the strain he feels.

3. A child who always acts defensively is exhibiting a lack of confidence.

4. Constant verbal defiance is a sign that all is not right with a child's world and that he needs special help.

E. What are some signs of a confident and secure child?

1. A secure child finds it easy to be friendly.

2. A confident child verbalizes comfortable feelings. ("Isn't this going to be a good road? I made it all by myself.")

3. A confident child is secure enough to be different. ("I'm going to make mine look different.")

IV. Accepting feelings.

A. There is a difference between acceptance and approval.

1. Just because we recognize and accept a feeling doesn't necessarily mean that we approve of it.

2. Acceptance is recognizing without blaming.

3. Acceptance is asking: Is there a reason for this behavior? How can we help?

B. Why is acceptance of feelings so important?

1. Just the very acceptance of a feeling reduces the feeling and makes a child less defensive about his fear or anger or hostility.

2. Instead of hiding his feelings, he can bring them out where he and we can do more about them.

C. Teachers must accept and express their own feelings.

1. Teachers should feel free to express both positive and negative feelings.

2. It is important to free ourselves of our old defenses if we are to help children in this way.

3. It is not necessary to deny existence of feelings, because hostile, aggressive feelings exist in all of us.

4. A child can understand how we feel when we say, "You make me angry when you do that."

5. A child is learning about behavior and is less bewildered by it when teachers face their own feelings and identify them directly.

D. Accept feelings of fear and help children gain freedom from these feelings.

1. It is important to let the child talk about things that are troubling him. Be a good listener!

2. A child who is preoccupied with fears is a child who cannot give his attention to learning.

E. Accept and respond to a child's warm and friendly feelings too. Somethings can help a child become more independent and confident:

1. Be ready to return his smile.

2. Take his hand when it slips into yours.

3. Hug him when he seems to feel that need.

F. We can voice our acceptance of feelings in the classroom.

1. Be honest and state what is true.

2. Put it into words the children understand.

a. "I know how you feel. It makes you angry because now it's his turn to play with the truck."

b. "You're pretty mad at me right now because you'd like to play with the blocks and it's time to pick them up."

c. "You feel good about your picture."

d. "You're excited about going on that long trip."

e. "That face frightened you."

V. Expression of feelings - Why, When, and How?

A. Why express feelings?

1. Feelings need to be accepted and expressed if we are to be secure and confident.

2. Feelings need to be expressed if we are to understand each other. We are often not aware that we have made someone else angry or hurt their feelings.

3. If feelings are not expressed, they stay with us to be carried around until they come out unexpectedly in ways that make us unhappy and less sure of ourselves.

B. When should feelings be expressed?

1. Feelings are best expressed at the time they occur.

2. Expressing a feeling at the time it arises helps us identify it and keep it manageable.

C. It is important to put feelings into words.

1. Words make a feeling clear to us; knowing how one feels is an important step if we are to be secure and comfortable.

2. When children can use language to drain off negative feelings, they have taken a step forward in control of feelings.

   a. Shouting insults at each other is one of the best means children have of handling feelings.

   b. When verbal insults are directed to a teacher, the teacher does not have to take the words personally or respond with anger.

   c. When children are using verbal insults, they are controlling the impulse to hit and attack, and they are expressing, not hiding, their feelings.

D. What other ways do children use to express feelings and how do we handle these expressions?

EXPRESSION	WHAT THE TEACHER SHOULD KNOW	WHAT THE TEACHER CAN DO
Crying	The feeling of wanting to cry is there and needs to be accepted, not denied.	Using words like "I know how you feel" while comforting the child can be helpful.
Motor outlets (hitting, pounding, etc.)	Our job is to help a child to use motor outlets in a way which will not be damaging to others.	Since vigorous physical activity such as pounding and throwing is necessary, direct children to possible and acceptable outlets. Use words to help a child with this; "I know you feel like hitting. People are not for hitting, but you can hit the punching bag."
Creative media	Materials which offer possibilities for creative expression can be used to drain off feelings and make them more manageable, or such materials can be used to express feelings of well being. A child who can turn feelings into such creative channels has discovered an outlet which wil be useful to him all through his life.	Teachers should make a variety of creative materials freely available. (Examples: finger paints, clay, music, sand, water.)

EXPRESSION	WHAT THE TEACHER SHOULD KNOW	WHAT THE TEACHER CAN DO
"Transitional objects" - such as a special toy or blanket	Children sometimes require such objects as constant companions as they move from one stage of development to another or when they move from a familiar situation to an unfamiliar one. This is a clue to feelings.	Since such objects help children feel more secure and better able to cope with new or difficult experiences, they should be treated with respect. Children will gradually give them up.

VI. Feelings of hostility and aggression.

A. Feelings of hostility and aggressiveness are a real problem for individuals and groups and must be dealt with openly.

1. Accept hostile, aggressive feelings.

2. Decide on the best ways to handle them.

3. Decide on the best ways to prevent them from multiplying.

B. What are some sources of hostile feelings?

1. Failure to get attention and response.

2. A new baby at home.

3. Standards for behavior set too high.

4. Harsh methods of control.

5. Being pushed into activities or situations for which a child isn't ready.

6. A sense of being little and helpless.

C. Help children learn that hostile feelings must be expressed in appropriate ways.

1. In words.

2. In art forms.

3. In actions that do no harm to others.

D. What is the teacher's role in meeting and reducing hostility?

1. Remain accepting and undisturbed in the face of aggressive behavior. (For example, you can say, "We all feel this way sometimes.")

2. Stop his act when necessary.

a. He has a right to his feeling.

b. We have a responsibility to stop him from hurting himself or others.

c. We can still understand how he feels.

3. Interpret behavior for a child.

   a. "Never mind, he's calling you names because he wants it to be his turn on the swing."

   b. "They want to play by themselves now. It's all right. I'll help you find another place to play."

4. Help a child put his feelings into words.

   a. "It makes you angry when the blocks fall down."

   b. "It makes you sad when the children run away."

5. Suggest what he can do - point out desirable and acceptable behavior rather than undesirable behavior.

   a. "You can pound with the hammer."

   b. "These chairs are to sit on."

   c. "These blocks go in the blue box."

   d. "We need to keep this door closed."

6. Give special help to hostile and insecure children.

   a. Protect them from repeated failure in group experiences.

   b. Suggest desirable ways of approaching others; help them play in small groups.

   c. Reduce the amount of frustration whenever possible to help build up security and confidence.

   d. Try to make suggestions before feelings spill over into undesirable behavior.

7. Evaluate the general classroom environment in relation to reducing hostility.

   a. Is the physical situation such that a child can wash his own hands, get his own coat, and reach his own play materials?

   b. Do you handle situations firmly and without anger so that all children feel more comfortable?

   c. Can you reduce the number of situations in which negative feelings are developed?

   d. Do the children seem to be having satisfying and stimulating experiences at school?

VII. Things to do and say - Activities to encourage the open expression of feelings.

A. "Door-openers" are things you can say to encourage a child to talk to you about his feelings.

1. "Tell me about it."

2. "Would you like to talk about it?"

3. "Tell me more."

4. "I'd like to hear about it."

5. "Tell me the whole story."

B. Use a variety of very "active" situations as substitutes for undesirable aggressive behavior; use activities where a child can release aggressive feelings harmlessly.

1. Jumping on old mattresses.

2. Swinging.

3. Climbing.

4. Running.

5. Digging.

6. Punching bags.

7. Throwing bean bags.

8. Hammering and sawing.

9. Playing with clay and dough.

10. Tearing and crumpling paper.

11. Using rubber toys.

12. Water play.

13. Noisy activities, such as drums.

C. Play a "Fun with Faces" game using a mirror - Have the children make different kinds of faces:

1. A sad face.

2. A happy face.

3. A frowning face.

4. An angry face.

5. A wondering face.

6. An afraid face.

7. A scary face.

8. A funny face.

D. Use puppets.

1. Sometimes a child can speak more openly through a puppet than through himself.

2. Puppets can be used to dramatize feelings that the children want to express - process is most important.

E. Use stories and poems.

1. Use children's literature to show how language can express feeling.

2. Encourage the children's feelings by not specifying their feelings for them (don't tell them how a poem should make them feel before they have a chance to express it).

3. Tell them stories and let them tell you stories.

F. Use dramatic play.

1. The freedom to act out feelings and fantasies provides an emotional outlet (yet appropriate limits keep a child close enough to reality for his security and self-respect).

2. Dramatic play experiences should allow children to express how they feel - be it sad, glad, or bad.

3. Made-up games such as "Scary Monster" or "Angry Mother" are fun for the children and give them opportunities to express feelings.

G. Use a variety of art materials.

1. Encourage children to express their feelings through all types of art materials.

2. Art is an outpouring of a child's ideas and feelings.

3. Art allows a child to express feelings and responses which he may have but be unable to verbalize.

4. If a child who is feeling tense or angry paints in a rapid, involved manner for a few minutes, much emotion can be released.

5. Many art forms can and should be used. Examples:

a. Drawing

b. Fingerpainting

c. Easel painting

6. Some art materials, such as clay, not only allow the children to express their creativity, but also allow them to use up energy and work out aggression.

H. Interpret feeling using music.

1. Provide a variety of sounds and rhythms for children to use in expressing feeling and interpreting music.

2. Ask questions that encourage the children to express feelings.

a. "Can you dance the way this picture makes you feel?"

b. "Can you sing me a song that is happy?"

3. Combine dramatic play and music - let the children dress up and dance to music that goes with the costume, dance the way the costume and music make them feel.

I. Set aside a regular time to sit with the children in a circle and explore feelings. Extensive techniques for using this type of activity have been developed by Bessell and others (see References 2 and 3) in their "Magic Circle" program.

1. Objectives:

a. To improve in the ability to express feelings.

b. To improve in the ability to listen.

c. To develop self-confidence and understanding of inter-personal interaction.

d. To build tolerance for individual differences.

e. To emphasize common human traits.

f. To increase self-acceptance skills.

g. To begin coping with mixed feelings.

2. Strategies when using the "Magic Circle" technique.

a. Use a circle size of about 7-10 children and a time of 10-15 minutes daily when working with young children.

b. Set a positive atmoshpere by warmly drawing everyone into the circle. You could join hands in a circle and when everyone is "spaced just right" all sit down on the floor.

c. There should be a minimum of distraction from other children (who are not in the "Magic Circle") and activities performed by other people.

d. Establish eye contact with each child, and use each child's name as you speak to him.

e. Describe the topic for the circle time that day and ask, "Who would like to go first?" Be prepared to go first yourself if a child does not wish to do so.

f. When silences occur, wait patiently. The children need time to think about what they are going to say and some need time to gather courage to express themselves in a group.

g. When the children begin to respond, accept their contributions, even if they barely say one word. Focus on the feeling involved in their statement rather than content. Ask each child, "Tell us how you feel about it." Help supply words if he needs help. "Did it give you a good feeling?" Gradually introduce more "feeling" vocabulary by supplying words such as pleased, proud, excited.

h. Each person should have an opportunity to share his feeling, and elaborate discussion should be minimal. Let the children know that the ones who did not have their chance to speak today will be given their chance tomorrow. Be sure to follow through with your promise.

i. No child should be forced to talk in the circle if he does not wish to. The child who does not participate verbally at first will when he is ready. In the meantime, he is listening and learning.

j. Stress the importance of listening to the one who is talking. Listen reflectively to each child repeating back to him what you hear him saying. Show him you want to understand. Ask other children to repeat what a child has said, as this encourages listening.

k. Use open-ended questions to encourage further expressions: "Would you like to tell us more about it, Tammy?"

l. The circle is an accepting environment, but destructive behavior such as ridicule, or overt disruptions should not be accepted or allowed to continue. Deal with the needs of disrupters but keep the focus on the individual who is having his turn. Try to deal with interrupter's feelings non-verbally: Touch him, have him exchange chairs to sit by you, sit him in your lap while dealing verbally with the child whose turn it is.

m. Conclude each circle session with a review of what was said. Reward good listening - "You listened very well, Mario. You can remember what you hear, too."

3. Sample topics (These are some presented in Reference 3, but you may also refer to other sections of this module for ideas, or you may want to follow the leads of your children for finding topics for the circle time).

a. I can show you something I feel good about.

b. I can tell a nice thought about something that I like to hear.

c. I can tell about a time when I felt very good.

d. I can tell a nice thought about something funny.

e. I can imagine what I will be when I grow up.

f. I can have a nice thought and a bad thought.

g. I can tell what I did that someone did not like.

h. I can tell how I shared something with a friend.

i. I can tell how I feel when someone grabs what I'm using.

j. I can tell how I feel when somebody tries to make me do something I don't want to do.

RESOURCES FOR FURTHER STUDY

1. Baker, Katherine Read, ed. IDEAS THAT WORK WITH YOUNG CHILDREN. Washington, D.C., National Association for the Education of Young Children, 1972. (Suggested Reading: "Aggression: What to do About It!" pp. 259-266.)

2. Bessell, Harold. METHODS IN HUMAN DEVELOPMENT: MAGIC CIRCLE THEORY MANUAL, rev. ed. La Mesa, California, Human Development Training Institute, 1973.

3. Bessell, Harold and Ball, Geraldine. METHODS IN HUMAN DEVELOPMENT: ACTIVITY GUIDE FOR PRE-SCHOOL AND KINDERGARTEN, rev. ed. La Mesa, California, Human Development Training Institute, 1972.

ADDRESS FOR MAGIC CIRCLE MATERIALS

Human Development Training Institute
7574 University Avenue
La Mesa, California 92041

4. Gordon, Thomas. PARENT EFFECTIVENESS TRAINING. New York, Peter H. Wyden, Inc., 1971.

5. Pitcher, Evelyn Goodenough and others. HELPING YOUNG CHILDREN LEARN, 2nd ed. Columbus, Ohio, Charles E. Merrill Publishing Co., 1974.

6. Read, Katherine H. THE NURSERY SCHOOL: A HUMAN RELATIONSHIPS LABORATORY. Philadelphia, W. B. Saunders, Co., 1971. (Suggested Reading: "Feelings of Security and Confidence" pp. 266-290. "Feelings of Hostility and Aggressiveness" pp. 291-312.)

7. Steere, Caryl and others. INDIAN TEACHER-AIDE HANDBOOK. Tempe, Arizona, College of Education, Arizona State University, December, 1965.

BOOKS TO USE WITH THE CHILDREN

Freed, Alvyn M. T.A. FOR TOTS (TRANSACTIONAL ANALYSIS FOR EVERYBODY SERIES), rev.ed. Sacramento, Jalmar Press, Inc., 1974.

See Supplement - Bibliography of Children's Books Dealing With Their Concerns and Fears. Pages 78-79 from Helping Young Children Learn by Evelyn Goodenough Pitcher and others. Used by permission of Charles E. Merrill Publishing Co.

SUPPLEMENT #1

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Pages 78-79 - Bibliography of Children's Books Dealing with Their Concerns and Fears.

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Children's Concerns and Fears

Author	Title	Illustrator	Publisher	Date	Age
Brown, M. W.	*A Child's Goodnight Book**	J. Charlot	W.R. Scott	1950	2-3
Brown, M. W.	*The Dead Bird**	R. Charlip	W.R. Scott	1958	4-6
Brown, M. W.	*Goodnight Moon**	C. Hurd	Harper & Row	1947	2-4
Brown, M. W.	*The Runaway Bunny*	C. Hurd	Harper & Row	1972	3-5
Buckley, H.	*Too Many Crackers*	T. Chen	Lothrop, Lee & Shephard	1966	3-5
Cooney, B.	*Cock Robin**	author	Charles Scribner's Sons	1965	3-6
Fassler, J.	*All Alone With Daddy**	S. Kranz	Behavioral Publications	1972	5-7
Fassler, J.	*My Grandfather Died Today**	S. Kranz	Behavioral Publications	1972	6-7
Fassler, J.	*The Man in The House**	S. Kranz	Behavioral Publications	1972	5-7
Fisher, A.	*My mother and I*	K. Mizumura	Thomas Y. Crowell Co.	1967	4-6
Fontane, T.	*Sir Ribbeck of Ribbeck of Havelland*	H. Hogrogian	The Macmillan Co.	1969	5-7
Grollman, E.	*Talking about Death**	Gisela Heau	Beacon Press	1970	6-7
Gruenberg, S.	*The Wonderful Story of How You Were Born*	H. Woodward	Doubleday	1952	5-7
Hoban, R.	*A Baby Sister for Frances**	L. Hoban	Harper & Row	1964	3-5
Hoban, R.	*Bedtime for Frances**	G. Williams	Harper & Row	1960	3-5
Howell, R.	*Everything Changes*	A. Strong (photos)	Atheneum Publishers	1968	4-5
Keats, E.	*Peter's Chair**	author	Harper & Row	1967	3-5
Krasilovsky, P.	*Scaredy Cat*	Ninon	The Macmillan Co.	1959	3-5
Krasilovsky, P.	*The Shy Little Girl*	T. Schart-Hyman	Little Brown	1970	5-7
Levine, M., and Seligmann, J.	*A Baby Is Born*	E. Wilkin	Simon & Schuster	1940	5-7

Children's Concerns and Fears (Continued)

Author	Title	Illustrator	Publisher	Date	Age
Memling, C.	*What's in the Dark?*	author	Parents Magazine Press	1971	3-4
Ness, E.	*Sam, Bangs, and Moonshine*	author	Holt, Rinehart & Winston	1966	5-7
Peterson, H.	*The New House*	Y. Kallstrom	McGraw-Hill	1964	4-7
Raskin, E.	*And It Rained!*	author	Atheneum Publishers	1969	4-7
Raskin, E.	*Spectacles*	author	Atheneum Publishers	1968	5-7
Rey, M., and Rey, H.A.	*Curious George Goes to the Hospital*	authors	Houghton Mifflin	1966	3-7
Robinson, B.	*The Fattest Bear in the First Grade*	C. Szekeves	Random House	1969	5-7
Schweintz, K.	*Growing Up*	author	The Macmillan Co.	1968	5-7
Sendak, M.	*In the Night Kitchen*	author	Harper & Row	1970	4-7
Sendak, M.	*Where the Wild Things Are**	author	Harper & Row	1963	4-6
Shay, A.	*What Happens when You Go to the Hospital*	photos	Reilly Lee	1969	4-6
Showers, P., and Showers, K.P.	*Before You Were a Baby*	P. Galdone	Thomas Y. Crowell Co.	1968	4-5
Shulevitz,I.	*The Moon in My Room**	author	Harper & Row	1963	2-3
Stevens, C.	*The Birth of Sunset's Kittens*	L. Stevens (photos)	Young Scott	1969	5-7
Tresselt, A.	*The Dead Tree**	R. Duvoisin	Parents' Magazine Press	1972	5-7
Viorst, J.	*The Tenth Good Thing about Barney**	L. Bleguad	Atheneum Publishers	1971	5-7
Weber, A.	*Elizabeth Gets Well*	J. Bliss	Thomas Y. Crowell Co.	1969	3-7
White, E.B.	*Charlotte's Web**	Garth Williams	Dell Publishing	1952	6-7
Zolotow, C.	*A Father Like That**	B. Schester	Harper & Row	1972	4-6
Zolotow, C.	*The Quarreling Book*	A. Lobel	Harper & Row	1963	4-6

SUPPLEMENT #2

SAMPLES OF MAGIC CIRCLE ACTIVITIES

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Week 1 – Feeling Good

Monday – I Can Show You Something I Feel Good About

Discuss briefly with the children how everyone has good feelings and bad feelings too. Today we are going to tell each other about the good feelings we have about something in the classroom.

Do not expect much relevant verbalization or comprehension in the children today. This will develop gradually as the daily sessions take place. Today we are mainly learning how a circle session works.

Take your turn first. Asking the children to watch what you do, leave the circle to get and bring back some item which is personally meaningful to you, such as your purse. Briefly, tell them about how your purse helps you in one way and then ask them if they can suggest other ways. *Then tell how you feel about your purse.*

After you have completed your turn ask the children, "Now, can you think of some thing here in the classroom that gives you a good feeling?" "Would you like to go get it and bring it to the circle and tell us about the feeling it gives you?" Be sure that a child has something in mind before he leaves the circle.

Give only as much encouragement as is necessary. Choose one child who you are sure knows what is expected, but first tell the group that everyone will get a turn if they want one. Explain to them that only one person will talk at a time in the session and good listening is expected. That's the way a circle session works.

As each child presents the thing that gives him a good feeling, ask him such open-ended questions as, "Tell us about the (book)." Be sure to ask him, "Tell us about the feeling you get when you (look at it)."

After the child has told about his thing, invite the children to make comments or ask questions. Before the child returns his item to the place where he found it and returns to his seat in the circle, thank him for participating, using his name. Do not be surprised if the children copy one another. This is very common at first. Later they will be original when they relax and become more confident.

Ask the children to tell how they notice that some children feel good about one thing and others about something else. Discuss this in a very matter-of-fact manner. In this way, you are demonstrating and fostering open acceptance of whatever a child chooses and of his feelings, which means you and the group, accept him. By doing this daily, the children begin to accept and respect individual differences as being normal and natural.

Once or twice during the session and at its close, ask the group to review what feelings each child reported and what it was they brought to show to the group.

By way of a simple summary, before leaving the circle, ask the children, "Can things make us feel good?"

Show your appreciation to the children for positive aspects of their behavior in the session, especially for listening to each other.

Week 3 – Positive Behavior

Monday – I Can Say Your Name

Today we embark on a new area of awareness, that of focusing our attention on our behavior. As the children behave and discuss their behavior in the circle session they begin to see how it is distinct, yet related to feelings and thoughts.

This week we will behave positively in the circle and discuss how it makes us feel. Gradually it will become apparent that positive behavior is associated with pleasant feelings.

Begin the session by asking the children, "Would you like to show another person in our circle that you know their name?" Demonstrate the procedure by telling them: "I'll point to you. Your name is Larry. How does it make you feel to know that I know your name, Larry?" After Larry has responded, ask him to point to someone else and repeat the process. As the children proceed, ask them to choose someone who has not been chosen yet. Ask them also how they feel when their name is known. Be sure that each child has been chosen.

If interest is high and ample time remains, the procedure can be repeated once, or even several more times with the children pointing to different children and saying their names. Periodically ask the children how it feels to find out that their names are known by each other.

Before ending the session show your appreciation to the children for participating and for telling us their feelings.

By way of summary ask them: "How does it make someone feel if you call them by their name?"